

DAISS

Job Matching Diagnostics for Assessing Soft Skills and
Work Role Preferences

Project Report

Leonardo da Vinci Programme

Transfer of Innovation

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Executive Summary

This report covers the activities, outcomes and results of the DAISS partnership over a period of 24 months (September 2011 to October 2013). The project has been extremely successful and we are proud of what has been achieved and what has become the DAISS legacy. The Report will highlight the main project achievements, the final independent Evaluation, Dissemination and Exploitation activities and a summary assessment of project impact and sustainability.

DAISS was originally developed in response to research that indicated a clear gap between VET curricula and labour market needs with respect to 'soft skills' requirements. Whilst it is customary to assess and develop the vocational skills of learners, evidence suggested that insufficient attention was being paid to the 'soft skills' employers see as critical in gaining and retaining work. This assertion was substantiated by the limited range of mechanisms used in VET to diagnose and match soft skills to labour market needs. Our project was designed to directly address this gap in provision. The project met both demand side needs (employers) and supply side needs (VET providers and adults at risk in or excluded from, the labour market) in terms of soft skills assessment and development for the world of work.

The Transfer of Innovation was based on the export of an online Soft Skills Diagnostic with a unique job matching function. Originally conceived and developed in the UK, the product has been successfully adapted, translated and transferred into 6 European countries and languages. It has been extensively tested and piloted and produced results that have exceeded our expectations.

The project was innovative in its focus on VET and clear linkages with the world of work. It has assisted employers across a range of sectors to produce detailed specifications for job vacancies and work experience opportunities through the diagnostic, and then through applying the 'matching' component, align their requirements with the soft skills, learning styles and work preferences of individuals seeking employment.

During the lifetime of the project there have been many positive outcomes such as employer driven improvements in soft skills delivery in VET curricula, a raised awareness of the importance of soft skills development amongst individuals seeking employment and more informed decisions in career progression for those in work.

With a strong and committed transnational partnership, the TOI has facilitated new learning and sharing of good practice. The breadth and cultural diversity of the consortium has brought differing perspectives to bear on improving VET programmes to better meet employer requirements and has provided a unique opportunity to test the efficacy of the product in a real world environment

We are very pleased with the results of DAISS and hope that all participants have benefited from their involvement in the project. As we move towards a new and challenging era in Lifelong learning we must continue to develop and refine our efforts in order to improve the life chances of EU citizens.

Our thanks go to Ecorys, the UK National Agency, for supporting this project.

Val Sanders
Project Manager
September 2013
RIEPILOGO DEL PROGETTO (IT)

Резюме (BG)

Настоящият доклад обхваща дейностите, постиженията и резултатите на партньорския проект DAISS за период от 24 месеца (от септември 2011 г. до октомври 2013 г.). Проектът е изключително успешен и ние се гордеем с това, което е постигнато и какво DAISS оставя като наследство. В доклада се подчертават основните постижения на проекта, крайната независима оценка, разпространението и използването и обобщена оценка на въздействието на проекта и неговата устойчивост.

DAISS първоначално беше разработен като отговор на научни изследвания, които показват ясна разлика между учебните планове на ПОО и пазара на труда по отношение на изискванията за "меки умения". Макар да е прието да се оценяват и развиват професионалните умения на учащите се, данните показват, че недостатъчно внимание се обръща на "меките умения", които работодателите виждат като критични за наемане и задържане на работа. Това твърдение бе подкрепено от ограничаване на набор от механизми, използвани в ПОО да се диагностицират и съпоставят меки умения към нуждите на трудовия пазар. Нашият проект е предназначен за пряко решаване на този пропуск. Проектът среща нуждите от страна на търсенето (работодатели) и предлагането (ПОО и възрастни в риск в или изключени от пазара на труда) по отношение на умения за оценка и развитие на пазара на труда.

Трансферът на иновации се основава на износа на онлайн диагностика на меки умения с уникална функция за оценка на професионалната пригодност. Първоначално замислен и разработен във Великобритания, продуктът беше успешно адаптиран, преведен и трансфериран в 6 европейски страни и езици. Той беше широко тестван и пилотно прилаган и даде резултати, които надхвърлят нашите очаквания.

Проектът е новаторски по отношение на вниманието си към ПОО и ясните връзки с пазара на труда. Той подпомага работодатели от различни сектори за дефиниране на подробни спецификации за свободните работни места и опит чрез диагностика, а след това чрез прилагане на компонента "съвпадение", да съгласуват своите изисквания с меките умения, стилове на учене и предпочитанията към работното място на лицата, потърсили заетост.

По време на жизнения цикъл на проекта имаше редица положителни резултати, като например задвижване от работодателя подобрения в доставката на меки умения в учебните планове на ПОО, повишено ниво на осъзнаване на важността от развитието на меки умения сред хората, които търсят работа и по-информирани решения за кариерата за работещите .

Със силно и ангажирано транснационалното партньорство, на трансферът на иновации съдейства за придобиване на нови знания и за споделяне на добри практики. Обхватът и културното многообразие на консорциума донесе различни перспективи върху подобряването на програмите за ПОО, за да отговори по-добре на изискванията на работодателите и предостави уникалната възможност да се изследва ефикасността на продукта в реална среда.

Ние сме много доволни от резултатите на DAISS и се надявам, че всички участници са имали полза от участието си в проекта. Тъй като се движим към нова и предизвикателна ера в ученето през целия живот, трябва да продължим да се развиваме и да усъвършенства нашите усилия, за да се подобрят шансовете за живот на гражданите на ЕС.

Нашите благодарности към Eсоgys, Националната агенция във Великобритания, за подкрепа на този проект.

Вал Сандърс, Ръководител на проекта, Септември 2013

Περίληψη (EL)

Η παρούσα έκθεση καλύπτει τις δραστηριότητες , τα παραδοτέα και τα αποτελέσματα της εταιρικής σχέσης του έργου DAISS κατά τη διάρκεια μιας περιόδου 24 μηνών (Σεπτέμβριος 2011 - Οκτώβριος 2013) . Το έργο υπήρξε εξαιρετικά επιτυχής και είμαστε περήφανοι για ό, τι έχει επιτευχθεί και τι έχει γίνει με την κληρονομιά του DAISS . Η έκθεση θα αναδείξει τα κύρια επιτεύγματα του έργου , τις τελικές ανεξάρτητες δραστηριότητες αξιολόγησης , διάδοσης και αξιοποίησης καθώς και συνοπτική αξιολόγηση του αντίκτυπου και της βιωσιμότητας του σχεδίου .

Το DAISS αρχικά αναπτύχθηκε ως απάντηση στην έρευνα που έδειξε ένα σαφές χάσμα μεταξύ των προγραμμάτων σπουδών επαγγελματικής κατάρτισης και των αναγκών της αγοράς σε σχέση με τις απαιτήσεις « soft skills » . Αν και είναι σύνηθες να αξιολογήσει και να αναπτύξει τις επαγγελματικές δεξιότητες των μαθητών , τα στοιχεία έδειχναν ότι η ανεπαρκής προσοχή είχε δοθεί στους εργοδότες των « soft skills » θεωρούν ως κρίσιμη για την απόκτηση και τη διατήρηση της εργασίας. Ο ισχυρισμός αυτός τεκμηριώθηκε από το περιορισμένο εύρος των μηχανισμών που χρησιμοποιούνται στον τομέα της ΕΕΚ για τη διάγνωση και ταιριάζουν δεξιότητες ανάγκες της αγοράς εργασίας . Το έργο μας σχεδιάστηκε για να αντιμετωπίσει άμεσα αυτό το κενό στην παροχή . Το σχέδιο συνάντησε τις ανάγκες τόσο την πλευρά της ζήτησης (εργοδότες) και τις ανάγκες πλευρά της προσφοράς (φορείς παροχής ΕΕΚ και ενήλικες σε κίνδυνο ή θα εξαιρούνται από την αγορά εργασίας) από την άποψη των μαλακών αξιολόγηση των δεξιοτήτων και την ανάπτυξη για τον κόσμο της εργασίας .

Η Μεταφορά Καινοτομίας βασίστηκε στην εξαγωγή ενός online Soft Skills διάγνωσης με μια μοναδική λειτουργία προσφοράς θέσεων εργασίας . Αρχικά σχεδιάστηκε και αναπτύχθηκε στο Ηνωμένο Βασίλειο , το προϊόν έχει προσαρμοστεί με επιτυχία , μεταφράστηκε και μεταφέρθηκε σε 6 Ευρωπαϊκές χώρες και γλώσσες . Έχει δοκιμαστεί εκτενώς και παράγονται αποτελέσματα που έχουν ξεπεράσει τις προσδοκίες μας .

Το σχέδιο ήταν καινοτόμο στο επίκεντρο της για την ΕΕΚ και σαφείς δεσμούς με τον κόσμο της εργασίας . Βοήθησε τους εργοδότες σε ένα ευρύ φάσμα τομέων που παράγουν λεπτομερείς προδιαγραφές για τις κενές θέσεις εργασίας και ευκαιρίες εργασιακής εμπειρίας μέσω της διαγνωστικής , και στη συνέχεια, μέσω της εφαρμογής της « ευθυγράμμισης» , ευθυγραμμίζουν τις απαιτήσεις τους με τις δεξιότητες , τη μάθηση με στυλ και τις προτιμήσεις εργασίας των ατόμων που αναζητούν απασχόληση .

Κατά τη διάρκεια ζωής του έργου υπήρξαν πολλά θετικά αποτελέσματα, όπως του εργοδότη με γνώμονα τις βελτιώσεις στην παράδοση των δεξιοτήτων στα προγράμματα σπουδών επαγγελματικής εκπαίδευσης και κατάρτισης , μεγαλύτερη επίγνωση της σημασίας της ήπιας ανάπτυξης δεξιοτήτων μεταξύ των ατόμων που αναζητούν εργασία και πιο σωστές αποφάσεις στην εξέλιξη της σταδιοδρομίας για εκείνους που εργάζονται .

Με μια ισχυρή και αφοσιωμένη διακρατική σύμπραξη , το ΤΟΙ διευκόλυνε νέα μάθηση και την ανταλλαγή ορθών πρακτικών . Το εύρος και η πολιτιστική πολυμορφία της κοινοπραξίας έφερε διαφορετικές οπτικές γωνίες για να φέρουν την βελτίωση των προγραμμάτων επαγγελματικής εκπαίδευσης και κατάρτισης να ανταποκρίνονται καλύτερα στις απαιτήσεις των εργοδοτών και έχει προσφέρει μια μοναδική ευκαιρία να δοκιμάσουν την αποτελεσματικότητα του προϊόντος σε ένα πραγματικό περιβάλλον

Είμαστε πολύ ικανοποιημένοι με τα αποτελέσματα του DAISS και ελπίζω ότι όλοι οι συμμετέχοντες έχουν ωφεληθεί από τη συμμετοχή τους στο έργο . Καθώς προχωρούμε προς μια νέα και προκλητική εποχή στην δια βίου μάθηση πρέπει να συνεχίσουμε να αναπτύξουμε και να τελειοποιήσουμε τις προσπάθειές μας προκειμένου να βελτιώσει τις πιθανότητες της ζωής των πολιτών της Ένωσης .

Οι ευχαριστίες μας πηγαίνουν στο Ecorys , την Εθνική Υπηρεσία του Ηνωμένου Βασιλείου , για την υποστήριξη στο έργο.

Santrauka (LT)

Ataskaitoje pateikiamos projekto DAISS veiklos, rezultatai, kurie buvo pasiekti per 24 mėnesių projekto įgyvendinimo laikotarpį (nuo 2011 m. rugsėjo mėn. iki 2013 m. spalio mėn.). Projektas buvo labai sėkmingas ir mes didžiuojamės tuo, kas buvo pasiekta. Ataskaitoje yra nušviesti pagrindiniai projekto rezultatai, galutinis nepriklausomas vertinimas, sklaidos, rezultatų panaudojimo veiklos bei projekto poveikio ir tvarumo vertinimas.

DAISS projektas buvo inicijuotas todėl, kad atliktas tyrimas atskleidė, kad yra didžiulės spragos tarp profesinio rengimo mokymo programų vystomų minkštųjų įgūdžių ir įgūdžių, kurių iš tikrųjų reikia darbo rinkoje. Gana įprasta vertinti ir vystyti profesinius besimokančiojo įgūdžius, tačiau tyrimai parodė, kad nepakankamai dėmesio yra skiriama tiems minkštiesiems gebėjimams, kurie, anot darbdavių, yra esminiai norint gauti ir išlaikyti darbą. Šį mūsų teiginį tik patvirtino faktas, kad profesinio rengimo instruktoriai naudoja labai mažai mechanizmų, kad patikrintų, ar įgyti minkštieji įgūdžiai atitinka darbo rinkos poreikius. Tad projekto tikslas buvo imtis spęsti šį klausimą. Projektas atsižvelgė tiek į darbdavių reikalaujamus, tiek į suaugusiųjų, kurie priklauso rizikos grupei arba jau yra iškritę iš darbo rinkos, turimus minkštuosius įgūdžius.

Minkštųjų įgūdžių diagnostikos įrankis buvo sukurtas ir išplėtotas Jungtinėje Karalystėje. Jis taip pat turi darbo tinkamumo nustatymo funkciją. Produktas buvo sėkmingai adaptuotas, išverstas ir perkeltas į šešias Europos Sąjungos šalis. Jis buvo ilgai išbandomas, testuojamas, o gauti rezultatai pranoko mūsų lūkesčius.

Projektas inovatyvus tuo, kad dėmesys buvo sutelktas į profesinio rengimo teikėjus ir aiškias sąsajas su darbo pasauliu. Darbdaviams iš įvairių sektorių buvo pagelbėta sudaryti detalų laisvos darbo vietos aprašymą. Tada žmonės, kurie nori įsidarbinti, atlieka testą ir programa sulygina jų minkštuosius gebėjimus, mokymosi ir darbo stilių su darbdavių keliamais reikalavimais ir parodo kandidato tinkamumą toms pareigoms.

Projekto įgyvendinimo laikotarpiu įvyko daug gerų pokyčių: darbdaviai pateikė pasiūlymų, kokius minkštuosius gebėjimus profesinio rengimo instruktoriai turėtų ugdyti savo mokymo programose. Taip pat žmonės, ieškantys darbo, sužinojo, kaip svarbu tobulinti minkštuosius įgūdžius, o turintieji darbą sužinojo, ko jiems reikia sėkmingai kopti karjeros laiptais.

Partneriai iš įvairių šalių daug dirbo, dalijosi gerąja patirtimi. Konsorciumo partnerių įvairovė lėmė požiūrių, pasiūlymų įvairovę, kaip galėtų būti pagerintos profesinio rengimo mokymo programos, kad geriau paruoštų besimokančiuosius atitikti darbdavių keliamus reikalavimus. Buvo sudaryta unikali galimybė išbandyti produkto efektyvumą tikroje darbinėje aplinkoje.

Mes didžiuojamės DAISS rezultatais ir tikimės, kad visi dalyviai iš šio projekto išmoko kažko naujo. Kadangi mokymasis visą gyvenimą susiduria vis su naujais iššūkiais, reikia kurti ir tobulinti naujus produktus, kad pagerintume ES piliečių gyvenimą.

Dėkojame Ecorys ir JK Nacionalinei Agentūrai, kad parėmė šį projektą.

Rezumatul Executiv (RO)

Acest raport acoperă activitățile, realizările și rezultatele parteneriatului DAISS pe o perioadă de 24 de luni (septembrie 2011 octombrie 2013). Proiectul a avut un succes extrem de mare și suntem mândri de ceea ce s-a realizat și ceea ce a devenit moștenirea obținută de la proiectul DAISS. Raportul va evidenția realizările majore ale proiectului, evaluarea independentă finală, activitățile de diseminare și exploatare și un rezumat de evaluare a impactului și durabilității proiectului.

DAISS a fost inițial dezvoltat ca răspuns la activitatea de cercetare, care a indicat o diferență clară între programele/curiculele VET și nevoile pieței privitoare la cerințele de "soft skills" pentru forța de muncă. În timp ce se obișnuiește să se evalueze și să dezvolte abilitățile profesionale ale elevilor, dovezile / evidența sugerează că angajatorii /patronii au acordat o atenție insuficientă privind utilizarea procedeele bazate pe "soft skills", abilitati critice pentru obținerea și menținerea locului de munca. Această afirmație a fost susținută de o gamă limitată de mecanisme utilizate în VET pentru a diagnostica și a potrivi soft skill-urile candidaților la nevoile pieței muncii. Proiectul nostru a fost conceput pentru a raspunde direct acestei lacune. Proiectul raspunde atât nevoilor cererii (din partea angajatorilor) cat și nevoilor ofertei (din partea furnizorilor de VET și a adulților aflați în grupuri de risc sau exclusi din piața forței de muncă), în ceea ce privește evaluarea abilitatilor personale și dezvoltarea lor pentru piata muncii.

Transferul de Inovație s-a bazat pe exportul prin instruire, a serviciului on-line de diagnostic bazat pe Soft Skills. Prin aceasta se realizează o funcție consistentă, de potrivire a candidaților cu locurile de muncă. Inițial conceput și dezvoltat în Marea Britanie, produsul a fost adaptat cu succes, tradus și transferat, în sensul instruirii în utilizare, în 6 țări și 6 limbi europene. Acesta a fost îndelung testat și experimentat pilot și a produs rezultate care au depășit așteptările noastre.

Proiectul a fost inovator prin accentul pe care l-a pus pe VET și prin legăturile clare cu piața muncii. El a asistat angajatorii dintr-o serie de sectoare de activitate la realizarea de specificații detaliate pentru locurile de muncă vacante și pentru oportunități de schimburi de experiență prin intermediul utilizării sistemului de diagnosticare, iar apoi prin aplicarea componentei de "potrivire", la alinierea cerințele angajatorilor cu soft skill-urile, stilurile de învățare și preferințele de muncă ale persoanelor care caută locuri de muncă.

Pe durata de viață a proiectului au existat o serie de rezultate pozitive, precum îmbunătățirile angajatorilor în utilizarea analizei "soft-skills", de exemplu în cazul curiculei VET. De asemenea s-a generat un nivel înalt de conștientizare referitor la importanța acestor proceduri în procesul de obținere a unui loc de muncă, o conștientizare mai ridicată a importanței dezvoltării abilităților de tip "soft skills" pentru persoanele care doresc locuri de muncă, precum și posibilitatea de a se lua decizii mai bine informate, în vederea avansării în carieră.

Cu un parteneriat transnațional puternic și angajat, TOI a facilitat o nouă educație și schimbul de bune practici. Amploarea și diversitatea culturală a consorțiului a adus perspective diferite, exercitate prin îmbunătățirea programelor de VET, pentru a răspunde mai bine cerințelor angajatorului și a oferi o ocazie unică de a testa eficacitatea produsului, într-un mediu din lumea reală.

Suntem foarte mulțumiți de rezultatele proiectului DAISS și sperăm că toți participanții au beneficiat de implicarea lor în proiect. Așa cum noi ne îndreptăm acum spre o eră nouă și provocatoare în învățarea pe tot parcursul vieții, dezvoltarea și rafinarea eforturilor noastre trebuie continuată și dezvoltată, în scopul de a îmbunătăți șansele de viață ale cetățenilor UE.

Mulțumirile noastre se îndreaptă către Ecorys, Agenția Națională din Marea Britanie, pentru sprijinirea acestui proiect.

Riepilogo del Progetto (IT)

Questo report contiene le attività, gli esiti e i risultati della partnership del progetto DAISS nei 24 mesi che vanno da Settembre 2011 a Ottobre 2013. Il progetto è andato a buon fine e siamo orgogliosi dei risultati raggiunti e del suo lascito. Il report evidenzia le principali conquiste, le attività finali di valutazione, comunicazione e di successivo sfruttamento commerciale, oltre ad una sintesi dell'impatto del progetto e della sua sostenibilità.

DAISS è stato sviluppato in risposta ai risultati di una ricerca che ha individuato l'esistenza di un gap significativo tra l'offerta degli enti di formazione professionale relativa alle 'soft skill' e le richieste del mercato del lavoro.

Se da un lato, infatti, è risultato obbligatorio valutare e sviluppare le competenze professionali dei partecipanti ai corsi, dall'altro è risultato insufficiente l'importanza data alle 'soft skill' nella selezione e gestione delle risorse umane. A questa constatazione si è aggiunto l'esiguo numero di strumenti utilizzato dagli enti di formazione per identificare le 'soft skill' dei candidati al fine di rispondere alle richieste del mercato del lavoro. Il nostro progetto è stato pensato proprio in risposta a questo problema per soddisfare i bisogni sia dal lato della domanda di lavoro (le aziende) che da quello dell'offerta (gli enti di formazione e le persone in cerca di lavoro).

Il Trasferimento di Innovazione si è basato sull'esportazione di una piattaforma on line di diagnostica delle 'soft skill' dotata di un' esclusiva funzione di job matching. Originariamente concepito e sviluppato nel Regno Unito, il prodotto è stato adattato, tradotto e trasferito con successo in sei diversi paesi europei (corrispondenti ad altrettante lingue). È stato testato estensivamente e ha prodotto risultati superiori alle nostre aspettative.

Elementi particolarmente innovativi del progetto sono stati il focus sugli enti di formazione professionale e l'evidente collegamento col mondo del lavoro. Grazie al sistema di diagnostica è stato possibile aiutare aziende operanti in settori di versi nell'identificazione delle caratteristiche necessarie alle figure professionali ricercate e, grazie alla funzione di matching, trovare una corrispondenza con le preferenze per lo stile di lavoro, gli stili di apprendimento e le 'soft skill' delle persone in cerca di lavoro.

Durante il corso del progetto sono stati raggiunti molti traguardi positivi come la partecipazione dei datori di lavoro alla definizione dell'offerta formativa degli enti sulle 'soft skill'; l'aumento della consapevolezza dell'importanza delle stesse tra le persone in cerca di lavoro; e scelte di carriera più consapevoli per i lavoratori.

Grazie a una partnership solida e attiva, il TOI ha reso possibile l'apprendimento e lo scambio di buone pratiche. L'ampiezza del consorzio e la diversità culturale presente al suo interno hanno portato diversi punti di vista necessari a sostenere il miglioramento dell'offerta formative degli enti soddisfacendo le richieste dei datori di lavoro e ha fornito la possibilità di testare l'efficacia del prodotto in un ambiente reale.

Siamo veramente soddisfatti dei risultati di DAISS e speriamo che tutti i partecipanti abbiano potuto trarre beneficio dalla loro partecipazione al progetto. Visto che ci stiamo muovendo verso una nuova era dell'Apprendimento Permanente, dobbiamo continuare a sviluppare e perfezionare i nostri sforzi al fine di migliorare le opportunità a disposizione dei cittadini europei.

I nostri ringraziamenti vanno a Ecorys, l'Agenzia Nazionale inglese, per aver supportato il progetto.

Sumário Executivo (PT)

Este relatório cobre as atividades e os resultados do trabalho desenvolvido pela parceria DAISS no período compreendido entre Setembro de 2011 e Outubro de 2013 (24 meses).

Este relatório irá realçar as principais conquistas do projeto e abordar as principais questões relacionadas com a avaliação final independente, com as atividades de disseminação e exploração e com a avaliação sumária do impacto e sustentabilidade do projeto.

O DAISS foi desenvolvido originalmente como resposta a pesquisas que indicavam uma lacuna evidente entre os currículos VET e as necessidades do mercado de trabalho no que diz respeito às competências transversais. Embora seja habitual avaliar e desenvolver as competências vocacionais dos alunos, a evidência recolhida sugere que tem sido dada pouca atenção às competências transversais que os empregadores consideram críticas para alcançar e manter um determinado emprego. Este facto foi comprovado pela limitada variedade de mecanismos utilizados nos VET para diagnosticar e fazer corresponder as competências transversais às necessidades do mercado de trabalho. O projeto DAISS foi concebido para colmatar diretamente esta lacuna, tendo garantido a satisfação das necessidades do lado da procura (empregadores) e do lado da oferta (fornecedores VET e adultos em risco ou excluídos do mercado de trabalho) em termos da avaliação das competências transversais e preparação para o mundo de trabalho.

A transferência de inovação assentou na exportação de uma ferramenta de diagnóstico online às competências transversais e à combinação destas competências com os requisitos dos empregadores. Originalmente concebida e desenvolvida no Reino Unido, a ferramenta foi adaptada, traduzida e transferida com êxito para 6 países Europeus, nos quais foi testada extensivamente, tendo produzido resultados que superaram as expectativas.

O projeto DAISS foi inovador, nomeadamente pela abordagem adotada no que respeita à ligação entre os VET e o mercado de trabalho. Através das componentes de diagnóstico e de “correspondência” entre os requisitos de uma dada vaga de trabalho e os perfis dos candidatos em termos de competências transversais, o projeto apoiou empregadores de uma variedade de setores na definição de especificações detalhadas para vagas de emprego, no alinhamento dos requisitos aos estilos de aprendizagem e preferências de trabalho dos candidatos e na identificação dos candidatos mais adequados para essas vagas.

Durante o período do projeto foram existindo diversos resultados positivos, destacando-se o contributo do mesmo para a introdução de melhorias ao nível dos currículos VET. De facto, o projeto contribuiu para um aumento da consciência da importância das competências transversais entre os indivíduos que procuram emprego e para a tomada de decisões mais informadas na progressão de carreira para aqueles que trabalham.

Com uma parceria transnacional forte e empenhada, a transferência de inovação fomentou novas aprendizagens e a partilha de boas práticas. A amplitude e a diversidade cultural do consórcio trouxe diferentes perspetivas para a melhoria dos programas VET, tendo permitindo fazer face às exigências dos empregadores e tendo oferecido uma oportunidade única para testar a eficácia do produto num ambiente real.

A parceria está muito satisfeita com os resultados do DAISS e espera que todos os participantes tenham beneficiado com o envolvimento no projeto. À medida que uma nova e desafiante era da Aprendizagem ao Longo da Vida se aproxima, devemos continuar a desenvolver e aperfeiçoar os nossos esforços, de modo a contribuir para a criação de oportunidades de vida para os cidadãos da UE.

A parceria agradece à Ecorys (a Agência Nacional Britânica) por apoiar este projeto.



1 Introduction

1.1 Project Goals

As stated in our executive summary, the main goals of the DAISS project were to broaden co-operation between VET and the world of work by helping VET providers gain a better understanding of the importance of soft skills and working styles in employers' recruitment and workforce development decisions. It was also to help employers articulate their soft skills requirements more effectively and not least to improve the employability of adults who were unemployed.

The specific objectives were to:

- Further develop and deploy an effective soft skills diagnostic and job-matching tool in a range of environments to test its validity, wider application and exploitation by EU partners
- Facilitate the diagnosis of soft skills, identifying those valued by employers in different EU countries
- Improve the development of training, recruitment and career progression programmes
- Transfer the learning gained in developing the diagnostic tool, test its transnational application with partners and its efficacy in different languages and cultures
- Develop, refine and exploit the product within a variety of European settings and contexts

1.2 Target groups

DAISS had 4 distinct but interconnected target groups. The impact on each group has been assessed in the light of our original goals and is elaborated in our final evaluation report. The main outcomes for the target groups are summarised below:

Vet teachers, trainers & tutors

After participating in the Project VET trainers highlighted soft skills and work style preferences as valuable for improving vocational and employability learning programmes and were able to support learners in employability coaching. They gained knowledge and skills that they recognize as crucial in developing and integrating new approaches to the delivery of VET programmes.

Adults at risk in, or excluded from, the labour market

Participants from this target group recognise the Diagnostic Tool as very useful for their needs. They asserted that as a result of taking the Diagnostic they gained greater self awareness and a better understanding of job roles suited to their working styles. They also felt they had gained more self-confidence and consequent success in retaining or gaining suitable employment. In almost all partner countries there were examples of successful recruitment outcomes after using the DAISS product.

Employers

In order to attract a broad range of participants, the project was designed to be non-sector specific in terms of employers. All the Companies who took part in pilots 1 and 2 cited the Diagnostic tool as useful in Human resource management processes. They saw it as facilitating the entire process from posting vacancies to fulfilling the job position with the most suitable candidate. In the adaptation phase of the Tool there were several successful cases, as evidenced in Lithuanian, Italian, Bulgarian partners case studies, where it improved of HRM processes with successful candidate profile and job matching. The Diagnostic was also recognised as a valuable instrument for attracting more clients in for example education services.

Transnational partners

Partners demonstrated a high level of commitment and sense of ownership by recognising soft skills as an important issue in their countries. Without exception, they highlighted that knowledge gained from the TOI has enabled them to enhance their service offer to clients and learners. DAISS has also been addition to pilot participants a significant number of Employers, Vet Providers, relevant individuals and key organisations from a broad range of educational field and sectors have been contacted and directly addressed (as detailed in impact statistics below).

In addition to pilot participants a significant number of Employers, Vet Providers, relevant individuals and key organisations from a broad range of educational field and sectors have been contacted and directly addressed. We are also able to evidence over 30 new collaborations between VET and the world of work. These are detailed in our dissemination results and evaluation case studies. Notable amongst these are the involvement of the Bulgarian government in the future development of employability provision in VET. This represents a significant achievement and has attracted new funding for a study visit to the UK.

1.3 The Consortium

The project consortium comprised 8 organisations from 7 countries:

- Apricot Training Management Ltd: (UK)
- Industry Watch Group (Bulgaria)
- Hellenic Regional Development Centre (Greece)
- Social Innovations Centre (Lithuania)
- IPA SA Research Institute (Romania)
- Agenzia per lo Sviluppo Empolese Valdelsa (Italy)
- Sociedade Portuguesa de Inovacao (Portugal)
- For SAS di Paulo Tubino e c (Italy)

Another partner (Vondi, Austria) withdrew at an early stage in the project. As new project co-ordinators, Apricot was fortunate in working with experienced partners who brought a range of expertise to the project. With an excellent command of English, each partner was invaluable in overseeing the translation of the diagnostic. They demonstrated sensitivity to the nuances of language & culture and ensured that this significant body of work was completed to the standards & quality required. Their competence in this respect has contributed significantly to the multi-lingual development of the diagnostic & we are currently preparing our submission to Cambridge University for validation of the translated instruments.

The partners were all trained in the administration of assessments & feedback techniques prior to piloting. As competent practitioners with a sound level of understanding, they ensured that the pilots were conducted in a professional manner & that target groups derived maximum benefit from the experience. As a result VET Providers across the consortium gained a much better understanding of learners' soft skills and a greater awareness of their learning & work style preferences.

A further achievement has been the links created between VET organisations, NGOs and local employers across the partnership. This has been notable in Italy, Bulgaria, Lithuania & Romania where employers have used the diagnostic to scope out vacancy specifications & match them to candidates from local VET institutions, resulting in positive employment outcomes for end users. These links have also contributed to product sustainability, with its continued use as a recruitment tool for local employers - as evidenced in partners' post project business plans.

Despite the continued efforts of Greek and Portuguese partners, engagement with local employers has been challenging, a fact largely attributed to their fragile economies. However, they recruited a number of VET institutions and have exceeded their targets in terms of adult participants, results that are encouraging given the high rate of unemployment in both countries.

1.4 Work Packages

Project delivery was divided into 8 work packages with each partner assuming a lead or co-lead according to their particular expertise, preference and experience.

WP 1: Project Management was led by ATM (UK)

WP 2: Product Preparation, Adaptation and transfer was led by HRDC (Greece)

WP 3: Employer Engagement was co-led by IWG (Bulgaria), FOR s.a.s (Italy) & SPI (Portugal)

WP 4: Piloting, Testing and refinement was led by ASEV (Italy)

WP 5: Quality Assurance was led by ATM (UK)

WP 6: Evaluation was led by SIC (Lithuania) with an final evaluation report written by an externally appointed Evaluator

WP 7: Dissemination was led by ATM (UK). This role was assumed following the withdrawal of the partner originally assigned to this work package.

WP 8: Exploitation was led by IPA SA (Romania)

All partners contributed to the Work Packages with the WP lead responsible for task allocation and timely completion of deliverables and key project milestones.

The system worked well producing some high quality results on time and within budget. These are described in more detail in the final evaluation attached to the body of the report.

1.5 Finance

The DAISS project was partly financed from the EU Life Long Learning Programme, Leonardo Da Vinci, Transfer of Innovation, under the contract UK/11/LLP-LdV/TOI-472.

Whilst budget forecasts proved largely accurate, we had underestimated the costs and extent of the translation needed for adaptation and dissemination. Consequently, to achieve the anticipated outputs and results, and ensure sustainability, Apricot provided partners with financial support in order to complete the translations for the adaptation of the diagnostic.

The majority of partners also supported the project through the allocation of additional staffing from their own resources. This reflected the enthusiasm for the project and also contributed considerably to the notable impact achieved by the project.

2 DAISS: Project Activities

Since the project began in October 2012 the following activities have been undertaken and successfully completed:

- Partners have attended 6 transnational meetings during the lifetime of the project.
- A detailed project plan was drawn up with project deliverables, milestones and deadlines clearly delineated for each partner.
- Communication protocols were also agreed as were financial procedures and reporting systems.
- Partners were familiarised with the diagnostic tool and received initial training on its application
- A quality plan was drawn up and project KPIs established and agreed by the partnership
- Each country produced a detailed dissemination plan and list of stakeholders
- The project website was designed and launched with links to each of the partners' websites
- A project brochure was produced and translated into all partner languages
- An external evaluator was appointed and an evaluation plan drawn up and agreed by partners
- Three interim evaluation reports have been produced
- An employer engagement strategy was developed and adapted to meet the differing needs of each partner
- Primary research was conducted in each country amongst the target groups including VET Trainers, adult job seekers, and employers. The results of these surveys were collated by the WP leader and presented at the International meeting in Sofia.
- Secondary research on soft skills has been conducted in each country and the results included in the final Needs Analysis

- The diagnostic platform was further developed taking into accounts the results of the Needs Analyses. It was also redesigned and modified to integrate the job matching element.
- All data sets and footprints were extracted from the back end of the diagnostic and formatted to facilitate ease of translation. 4 data sets and 8 sets of footprints (60,000 words in all) were separately translated into 6 languages and uploaded onto the new platform
- The tool was beta tested in the UK amongst VET Trainers and results disseminated to partners
- A user's guide was written to assist partners in piloting
- Partners were trained in both the functionality and application of the diagnostic.
- A template for the pilot plan was produced and populated by partners. Participants were recruited and dates agreed for the first pilot.
- An exploitation Plan and questionnaire were completed by all partners
- Recruit a minimum of 63 SMEs and 18 larger companies across the partnership piloted the product and provided feedback
- Recruit a minimum of 285 VET providers across the partnership piloted the product and provided feedback
- Recruit a minimum of 650 unemployed adults across the partnership (excluding the UK) piloted the product and provided feedback
- An Report on Pilot 1 was produced and circulated to partners
- A revised plan for Pilot 2 was drawn up and agreed by the partnership
- Final modifications and refinements of the diagnostic of the Diagnostic were carried out following the pilots
- Partners carried out a significant number of dissemination activities in accordance with their individual plans.
- A final dissemination conference was held in Athens at the conclusion of the project. Partners all contributed to an overarching Exploitation Report and Business Plan
- A Final Evaluation Report has been produced and published on the Project website
- The electronic final Report has been completed and sent to the National Agency for approval.

3 DAISS: Achievements and Results

The underpinning operational project objectives have been fully met and in some areas exceeded targets. The diagnostic tool has been successfully translated into 6 EU languages. It has been accessed by over 3000 adults seeking work. This exceeds the original target of 400 users by <2600. In all 33 VET organisations have taken part in the project and a total of 246 trainers are now competent users of the tool. In the UK there has been a significant increase in the number of VET institutions adopting the system in their employability programmes. It has been used especially with job seekers and as an instrument to assist them in CV preparation

and interview techniques. Similarly, in Romania, Italy and Lithuania the Tool has been successfully integrated into VET curricula & used as part of their employability offer. In Greece & Portugal the process of integration is on-going and they have reported that the Diagnostic is being used as part of their service offer to clients. Our Bulgarian partners have secured funding from their government for a study visit to the UK. This will focus on improving employability provision through use of the diagnostic & will result in a further 20 trainers having a better understanding of the importance of soft skills. In all, 81 employers have taken part in the piloting process. This includes 63 SMEs & 18 larger organisations. Employers have used the tool to draw up soft skills requirements in job specifications & the 'best fit' job matching component has resulted in 52 jobs being secured across the partnership.

In addition to the project milestones and deliverables, there have been a number of unforeseen, valuable benefits that have arisen from our transnational work. Apart from 1 partner withdrawal early on, the consortium has grown significantly both in motivation and enthusiasm for the project. They have worked particularly assiduously on the cultural & linguistic adaptation of the Diagnostic, aiming for a level of perfection arguably in excess of needs for the piloting process. As a result of this work we have been in a position to submit translated & culturally adapted versions of the Tool to the University of Cambridge (Psychometrics Centre) for validation. After a detailed analysis of all data they reported back very favourably, concluding that this is a tool with real-world practical value for assessing learning preferences (styles) in order to inform strategies for optimising learning and academic performance. They have also reported that the Tool has a model with acceptable validity for use in the UK and across the 7 EU countries for which the language versions have been created in terms of real-world practical value for assessing learning/style preferences. (Conclusions from Dr Paula A Cruz, Cambridge University).

A further benefit has been the on-going feedback from partner countries in relation to future development of the DAISS platform. As a result of these additional surveys we have been able to develop & pilot further algorithms (in the UK) that address identified employability needs specific to our partner localities. These will be translated and transferred to partner countries over the next 24 months.

In terms of target groups the project has reached more than originally anticipated. In the UK we have translated the Diagnostic into Gujarati to meet the needs of the local workforce redundancies. In Italy the Diagnostic had been used to support learners with special needs & it has also been used to address the problem of Youth Unemployment in 4 of our partner countries.

In terms of outcomes, results & exploitation plans going forward the Transfer of Innovation has exceeded our expectations. Partners agree that VET teachers and Trainers have a much greater understanding of employers' needs in terms of soft skills and work style preferences. As a result of piloting the Diagnostic as an integral part of their programmes, they have gained a greater insight into the soft skills, learning and work style preferences of the individuals they are supporting and are in a better position to adopt more personalised and effective approaches to employability coaching.

Our results also demonstrate that end user target groups (unemployed adults) have gained greater a self awareness of their soft skills & have more confidence when presenting

themselves to employers with greater success in gaining employment. Although a relative small number of employers took part in the piloting, approximately 87% felt that the Tool would improve their recruitment processes & aid career progression for employees.

Positive Project outcomes have been particularly marked in partner countries where employability training does not currently form part of VET provision. In Bulgaria for instance IWG has partnered with the Association of Licensed VET Providers (ALVP), an influential body committed to policy reform in relation to public funding of VET programmes for unemployed people. They are impressed with the system and have proved an influential advocate for its continued use. Our Italian partners have been successful in engaging with local employers who use the Diagnostic as a recruitment Tool. In Romania, Greece and Portugal all participants have a greater awareness and understanding of soft skills and have developed individual Business plans articulating their post project strategy.

The committed partnership has ensured that DAISS will continue beyond the project end date. We believe that this is owing to a number of factors: firstly the quality of the product - we have developed a new, sophisticated platform that is intuitive and widely accessible. The Diagnostic has been successfully translated with cultural adaptations for each of the partner country. Secondly, our Train the Trainer sessions have been professionally delivered ensuring that facilitators were confident & competent users of the system. Finally we have focused on dissemination/ exploitation activities from the outset, working to detailed plans that have ensured sustainability.

Partner feedback confirms that that the project has had a notable impact on the VET systems in their countries:

- Our Italian partners (ASEV & FORSAS) report that participating VET teachers, trainers and tutors have gained greater insight into soft skills, learning and work style preferences and have adopted a more personalised approach to the delivery of employability provision.
- The feedback from Bulgaria (IWG) points to a marked growth of interest in the use of psychometric testing for employability purposes. They reported that VET providers previously lacked any experience of using this type of assessment with their trainees. However, despite initial scepticism, the majority of VET Provider participants concurred that the system could add value to their programmes and could contribute to the validation of key competences, which is new to the Bulgarian VET system. Following successful piloting, IWG targeted the National Institute for Training and qualifications - a central body within the Bulgarian ministry of Education and Science responsible for the overall process of training of school directors and teachers. They have expressed an interest in the project and are considering the possibility of integrating it within certain teacher training programmes.
- In Portugal the impact on the national VET system relates to the different institutions covered in product piloting (VET Training Centres). The Tool was widely accepted as a means of developing soft skills that are more precisely honed to employer requirements.
- In Romania and Greece (IPA SA & HRDC respectively) the project teams report a significant impact on VET Trainers involved in the pilots and see this as a springboard for deepening and broadening impact. As a result of the project, a number of Trainers in

Athens & Bucharest have integrated soft skills & personal diagnostics into curriculum delivery which has resulted in more focused and personalised learning plans for students.

- In Lithuania the project has created much stronger links between VET Providers and employers locally. The Project team report that the Diagnostic tool has assisted in providing a common language understood by all participants. The Tool has also helped unemployed adults to choose appropriate learning pathways and employment goals. Following the success of DAISS, SIC has secured further EU funding to develop & enhance VET employability provision for young people using the DISC soft skills assessment process.

4 DAISS: Valorisation

From the outset the project team and partners recognised that effective dissemination was essential to ensure that the project results were appropriately recognised, demonstrated and implemented on a wide scale. In the DAISS project, we ensured that dissemination activities were directed towards the target groups, key actors and all interested parties. The information included project processes, activities and results - using different dissemination channels at local, regional, national and international levels.

Different target groups required different dissemination methods. Methods and instruments included:

- Traditional methods: conferences and seminars; workshops; brochures; posters in conferences; press releases; newsletter activity reports (mainly to communicate between partners);
- Web 2.0 resources: project website; social networks (Facebook, LinkedIn, U-Tube, blogs, etc.); newsletters; information on Wikipedia, especially about the methodologies used on the project), Skype and online discussion groups.

In line with the list of deliverables/project milestones and the timetable governing different WPs and activities, we produced an overarching Dissemination Strategy Document that included dates for dissemination activities. We also drew up a dissemination plan that was populated by each partner as the project evolved. The plan included performance criteria/indicators (both qualitative and quantitative) to measure and evaluate the evolution and effectiveness of dissemination activities.

All dissemination activities together with supporting evidence were collated quarterly by Project co-ordinator for monitoring purposes. As the WP lead on dissemination we have adopted a rigorous approach to monitoring and collection of evidence. Partners have approached dissemination assiduously seeking out and maximising every opportunity to promote DAISS. We believe that our approach has been systematic, highly organised and innovative, factors that have contributed to the overall effectiveness and success of our collective efforts. Every opportunity has been taken to inform and influence key stakeholders and partners have reported encouraging responses particularly in relation to the development of soft skills in VET employability provision. A significant number of employers too have been

reached and made aware of the relevance of soft skills diagnostics as a useful aid to selection, recruitment and career development.

The results and feedback from dissemination activities are described in more detail in our Project Dissemination Report. (**Appendix 4**)

Below is a summary of each partner's achievement in terms of valorisation:

- IWG (BG) achieved significant results and positive feedback from target groups. The National government body responsible for regulation of VET system in Bulgaria (National Agency for Vocational Education and Training) was made aware of DAISS project. Employers feedback (participating in Pilots 1&2) and conversations with IWG team following piloting, confirmed that they are willing to use such diagnostics in recruitment process. Larger employers participating in Pilots 1&2 declared their willingness to use the Self Awareness diagnostic for career development, outplacement and personnel selection for internal projects.
- SPI (PT) reported that the target groups reached in dissemination activities provided positive feedback on the DAISS product and its appropriateness as a tool to aid employability. VET Trainers were made aware of the projects' activities and the importance of soft skills in a work environment. Adults have gained more confidence in presenting themselves to employers, understand more about their soft skills and are better prepared for job interviews.
- SIC (LT) The results and feedback from Lithuania demonstrated a high level of interest in the project. They report that the most effective activity was face to face contact with the target groups. This generated a high level of interest in the soft skills diagnostic resulting in a larger pilot group than originally planned
- HRDC (EL) report greater awareness of the importance of soft skills development with both VET Providers and amongst employers. With high unemployment levels in Greece, feedback suggests that the tool provides an effective tool to improve employability and achieve positive job outcomes.
- IPA SA (RO) carried out a number of successful dissemination events in addition to flyers, emails and brochure distribution. As a result they generated significant interest in the project and were able to recruit a larger sample of pilot participants.
- FORSAS, ASEV (IT) Dissemination activities were carried out in 2 Italian regions generating a high level of interest in the project. This includes interest from a range of employers in the Genova and a number of VET Trainers in Empoli and the wider region. Soft skills are now more recognised as a fundamental part of employability.

5 DAISS: Project Evaluation

Overview of Findings and Outcomes (Extract from independent Evaluation report)

- *The Project and partnership management were consistently planned and systematically coordinated during the whole project. The fact, that there were no significant delays from the project schedule and all results were delivered as planned is recognised as a significant success factor of project and partnership management. Applied*

methodological management approaches, appropriate project partner composition as well as suitable experience and personal characteristics of each team member can be identified as success factors. Applied PRINCE2 project management methodology in the early stages of Project application ensured clear and reasonable project strategy, rational links between the project implementation plan and resources allocation. Additionally, in the implementation phase a Detailed Project Plan with an integral tracking and Monitoring system facilitated tracking progress against profile and outputs and continuous improvement processes.

- *The Project demonstrated a logical and systemic approach to new product introduction processes by cascading them, taking into account all stages of innovation management. Partners were involved in preparation and adaptation processes in the very early stages and had the possibility to reveal needs for the Diagnostic Tool by investigating the market and investigating the national situation. By understanding crucial needs of the Diagnostic Tool in the national market partners were involved in the active learning process and this consolidated the motivation for acquiring new knowledge and skills. The time for adapting and transferring of innovation was sufficient and ensured improvements for appropriate quality for beneficiaries as well as for checking the reliability of translation and for technical issues. The complexity of adaptation and transfer processes were taken into account by the coordinator. Participants received sufficient training and consultations, as well as Manual handbooks in national languages. They were thus so confident in using the Tool and well prepared for knowledge transfer including the training of VET providers (training of trainers).*
- *The Employer engagement strategy was based on a complex approach. Using the results of previously completed national needs analysis and employing the experience of the consortium Strategy enabled partners to combine different engagement techniques and extend and develop relationships with further clients. The elaborated and coordinated engagement strategy was tested and improved (Pilot1 and Pilot2). A combination of various methods for recruiting beneficiaries emerged as the most effective. It helped to develop and strengthen strong partnership relationships between project partners' organisations and target groups and stakeholders. This ensured further collaboration and sustainability of the project.*
- *A "Quality culture" was established in the project by applying continuing monitoring and orientation on clients' satisfaction levels. The Complex nature of evaluation, providing measurement of performance and outcomes was established using the Balanced Scorecard approach. Taking into account quantitative and qualitative factors and actions for improvement the coordinating/management team ensured that the project continued to focus on its primary objective of meeting the needs of target groups.*
- *A wide variety of dissemination activities raised awareness of and increased interest in the project's activities and results across a broad range of stakeholders. Project partners informed key stakeholders, including institution-based VET, social partners, policy makers and employers, of the quality, relevance and effectiveness of the project's activities, raising the profile and emphasising the need for more work-related activities in VET and promoted the processes for integrating soft skills development into VET programmes.*

- *The value of the DAISS project was optimised and its impact on employability provision in each of the partner countries was strengthened. Project partners identified potential opportunities for further transfer to other/new contexts and integrated or embedded the new services in a sustainable manner into employability and workplace learning in VET provision. The key to success was identified as selecting the appropriate exploitation mechanisms for future use and commercialisation of the Tool, which could keep sustainability of the processes within VET. Together, the dissemination and exploitation activities ensured optimal use of the results of the project beyond the participants in the project and beyond the lifetime of the project.*

6 DAISS: Project Impact

The overarching aim of the DAISS project, was to broaden cooperation between VET and the world of work by helping Providers gain a better understanding of the importance of 'soft skills' and 'working styles' in employers' recruitment and workforce development decisions. It was also to improve the employability of adults at risk in, or excluded from, the labour market. Feedback from participants indicates notable impact in these areas and significant progress towards these goals.

With the current levels of unemployment the DAISS project has provided a timely and effective response to the drive for successful VET outcomes linked directly to the world of work. Prior to the project, the Diagnostic system had been subject to some limited testing locally with encouraging results. The TOI funding has considerably enhanced the product. It is now available on a new, integrated platform that is scalable, intuitive and widely accessible. This has considerably broadened the visibility, scope and impact of the Tool. To date, it has been used in a significant number of VET institutions as an aid to employability.

The project team has conducted a significant number of 'Train the Trainer' sessions in FE Colleges, private Training Providers & Tertiary colleges in the UK where the system has been trialled and in many cases adopted. Feedback from these local and regional VET institutions indicate a much greater awareness of employers' demands in terms of soft skills and the premium placed on securing the right person for the job. They recognise that in a competitive labour market, hard skills and qualifications, whilst extremely important, are not sufficient in themselves to guarantee a successful employment outcome.

The Diagnostic, with its focus on greater self-awareness and preferred learning styles has enabled VET providers to customise their provision to better meet the needs of learners. The job matching component has also created an effective link between VET and employers. With the government drive towards Apprenticeships and Work Experience schemes, the Diagnostic has also been useful as an initial screening tool to assess suitability of candidates for specified roles.

More recently the Higher Education Sector has shown an interest in the Self Awareness system, recognising its value as an employability tool for undergraduates seeking work placements, internships or their first job.

Partner feedback confirms that that the project has had a notable impact on the VET systems in their countries:

- Our Italian partners (ASEV & FORSAS) report that participating VET teachers, trainers and tutors have gained greater insight into soft skills, learning and work style preferences and have adopted a more personalised approach to the delivery of employability provision.
- The feedback from Bulgaria (IWG) points to a marked growth of interest in the use of psychometric testing for employability purposes. They reported that VET providers previously lacked any experience of using this type of assessment with their trainees. However, despite initial scepticism, the majority of VET Provider participants concurred that the system could add value to their programmes and could contribute to the validation of key competences, which is new to the Bulgarian VET system. Following successful piloting, IWG targeted the National Institute for Training and qualifications - a central body within the Bulgarian ministry of Education and Science responsible for the overall process of training of school directors and teachers. They have expressed an interest in the project and are considering the possibility of integrating it within certain teacher training programmes.
- In Portugal the impact on the national VET system relates to the different institutions covered in product piloting (VET Training Centres). The Tool was widely accepted as a means of developing soft skills that are more precisely honed to employer requirements.
- In Romania and Greece (IPA SA & HRDC respectively) the project teams report a significant impact on VET Trainers involved in the pilots and see this as a springboard for deepening and broadening impact. As a result of the project, a number of Trainers in Athens & Bucharest have integrated soft skills & personal diagnostics into curriculum delivery which has resulted in more focused and personalised learning plans for students.
- In Lithuania the project has created much stronger links between VET Providers and employers locally. The Project team report that the Diagnostic tool has assisted in providing a common language understood by all participants. The Tool has also helped unemployed adults to choose appropriate learning pathways and employment goals. Following the success of DAISS, SIC has secured further EU funding to develop & enhance VET employability provision for young people using the DISC soft skills assessment process.

7 DAISS: Sustainability

During the lifetime of the project the Consortium has worked hard to promote the project with key stakeholders, policy makers, employers, Vet institutions, trainers, teachers and job seekers. As a result of this investment, we are delighted to report that a significant number of organisations from the target groups have expressed a keen interest in using the DAISS product both as an aid to recruitment and as a Diagnostic for identifying and developing soft skills.

Encouraged by this demand and recognising a need for further development the project co-ordinator applied for and was successful in securing new LdV TOI funding to adapt and transfer additional reports on Enterprise and Entrepreneurship. These will sit on the DAISS Self Awareness integrated platform that hosts the Soft Skills Job Matching function. As we have

maintained the same consortium, the current job matching system will continue to be available to all DAISS 1 partners and their networks. We have sufficient trained practitioners in place across the consortium to ensure that partners are in a position to continue to exploit the results of the DAISS 1 project whilst working on the development, transfer and piloting of the new elements.

Concurrently with these activities, our partners have formed new alliances both within their own countries and the wider EU that present excellent opportunities for maintaining both the visibility and productive use of the DAISS system. IWG, (BG) and SIC (LT) have been successful in attracting additional grant funding to support the use of the system as an aid to employability. Our Italian and Bulgarian partners are developing a viable commercial delivery model based on employer subscriptions, candidate's fees and sale of by-products such as Practitioner Training and bespoke workshops. They intend to trial this operating as ATM Affiliates independent of the project partnership. Our Romanian, Greek and Portuguese partners have plans in place to mainstream the product within local VET institutions that participated in the pilot. ATM (UK) will provide the administrative support to these organisations with partners providing candidate feedback where appropriate. All DAISS partners have access to Practitioner training materials and will use these to train VET providers that show a genuine interest in using the system for the benefit of their learners. We will continue with our employer focused marketing campaigns and as the economy shows signs of improvement we are confident of gaining more employer interest and support.

The resources used to maintain the Soft Skills Job matching Diagnostic will be drawn from the current partnership which will continue for the duration of DAISS 2. We will also benefit from two new partners (Spain and Cyprus) who will be introduced to and trained to use the current DAISS products. This will considerably broaden the range and scope of exploitation activities going forward and bring additional resources to mainstream and multiply adapted and translated elements of the system. ATM will continue to host the platform and supply any additional training and administrative support that may be needed.

The DAISS project has focused directly on this priority. All partners have worked extensively with VET Providers emphasising the importance of soft skills and its place in the employability curriculum. In this context the Diagnostic has been an invaluable tool for both trainers and end user target groups. For the latter the project has resulted in supporting many unemployed adults in 6 EU countries to gain greater self awareness in terms of their soft skills and a recognition of the need to develop and hone these skills and competences to meet the needs of an increasingly competitive labour market. For VET Trainers, the project has resulted in a deeper understanding of learners' needs and they have been in a better position to tailor their programmes to fit the criteria produced by the reporting system. This has included guidance on learning and work style preferences that has, in turn informed coaching techniques for more effective job search activities. Through using the job matching system, participating employers have received support in articulating the soft skills required for existing work roles and new vacancies. In a number of cases this has resulted in a mutually beneficial employment outcome. As a result of project activity we can report at least 30 new collaborations where VET Providers and Employers have worked together using the DAISS system. Our evidence suggests that going forward the project results will serve as the catalyst for a significant improvement in co-operation between VET and the world of work.

8 Conclusion

We hope this report has shown how the DAISS project has made an effective contribution to a key LdV Programme priority. All partners have worked extensively with VET Providers emphasising the importance of soft skills and its place in the employability curriculum. In this context the Diagnostic has been an invaluable tool for both trainers and end user target groups. For the latter the project has resulted in supporting many unemployed adults in 6 EU countries to gain greater self-awareness in terms of their soft skills and a recognition of the need to develop and hone these skills and competences to meet the needs of an increasingly competitive labour market. For VET Trainers, the project has resulted in a deeper understanding of learners' needs and they have been in a better position to tailor their programmes to fit the criteria produced by the reporting system. This has included guidance on learning and work style preferences that has, in turn informed coaching techniques for more effective job search activities. Through using the job matching system, participating employers have received support in articulating the soft skills required for existing work roles and new vacancies. In a number of cases this has resulted in a mutually beneficial employment outcome.

As a result of project activity we can evidence many new collaborations where VET Providers and Employers have worked together using the DAISS system and it is our sincere belief that going forward, this will serve as a catalyst for closer and more productive links between VET and the world of work.

Appendices

Appendix 1 - Case studies

A. ATM (UK)

Leicester Business Education Company Ltd

Two Coaches have been trained in 4Quadrant behaviour, delivering Footprint® sessions and use of reports for: life & team skills; career choices, job-seeking, apprenticeship & college applications; building self-esteem; devising learning strategies for improved exam performance.

Three target groups identified: NEETs using the reports – Working in Teams, Approach to the World of Work, Entrepreneurial Skills; Apprenticeship Applicants using the reports – Candidate Feedback, Interview Skills, Entrepreneurial Skills; GCSE Performance using the report – Approach to Learning. To date, Candidates who have undertaken the Footprint® diagnostic and been subsequently coached with the reports are: NEETs 13; GCSE Performance 5. Activity with Apprenticeship Applicants is planned for later in this academic year.

Feedback so far, from both Coaches (Group Leaders) and students (Candidates), is excellent.

Self Awareness LLP is retaining Organisation Administrator responsibility for the duration of this pilot until commercialisation and delivery of Practitioner Programme.

ACUTECH Ltd

A small, privately-owned IT development & support company based in the west midlands and also delivering internationally.

Two Organisation Administrators (Departmental Managers –Sales and Finance & Admin) have been trained in Test Use, system management, Group Leader functionality (Footprint® delivery) and background/use of the diagnostic and reports. One additional Manager (Infrastructure) was trained as Group Leader – including background/use of the diagnostic & reports, Job creation and Job Matching. To date, Sales and Finance & Admin staff and managers have used the diagnostic and subsequent reports in 1:1 staff development activities. In addition, 4 Jobs have been created and 1 match performed.

Reports in use: Candidate Feedback; Candidate Profile; Soft Skills Summary; Self Awareness Profile & Current Adaptations; Approach to New Learning & Skills; Selling Style; Leadership & Management.

On Tuesday 21 May, the MD and newly promoted Infrastructure Manager will be both trained. The MD intends to champion its use across the organisation.

Twenty Twenty

A not-for-profit organisation set up to work with disengaged young people (NEETs and pre-NEETS) in order to deliver life and employability skills and improve prospects in both regards.

The Centre Manager has been trained as Primary Administrator. Four tutors have been trained as Group Leaders. All 5 were trained in 4Quadrant behaviour, delivering Footprint® sessions and use of reports for: life & team skills; career choices, job-seeking & college applications; building self-worth and perceived contribution to others, teams & community.

Reports in use: Approach to Coaching, Approach to Learning, Approach to Teaching, Candidate Feedback, Interview Skills, Working in Teams.

To date, 6 staff and 44 Young People have completed the diagnostic and worked with the reports. So far, feedback is outstanding.

New College Nottingham

A founder member of the prestigious Gazelle Group of Colleges, NCN intend to roll out use of the diagnostic initially for its new Education, Employability & Enterprise (E³) programme before looking at its use for all students and then, potentially, staff development.

To date, comprehensive training has taken place to equip staff to deliver this significant programme. Thirty-nine members of staff have completed the Footprint® and worked with the reports – including role play and observation. One Primary Administrator has been trained. Sixteen staff members have been trained to Practitioner level – including primary graph reading, exceptions that can occur and coaching/support strategies. The remainder have been trained in the background and

use of the reports for employability as Coach/Advisers. Reports in use are Approach to Teaching, Candidate Feedback and Entrepreneurial Skills. In addition, one Job has been created and matched.

Quarry and Mining Limited

An SME that supplies spare parts for rock crushing machines on a world-wide basis. The MD of the company wanted to review all the staff (5) for their soft skills (not widely appreciated in this sector!), enterprise and selling skills. All employees completed the Footprint and were given very detailed feedback to support team building and sales initiatives. A job matching was also undertaken for a tele-sales operative.

RF Brookes

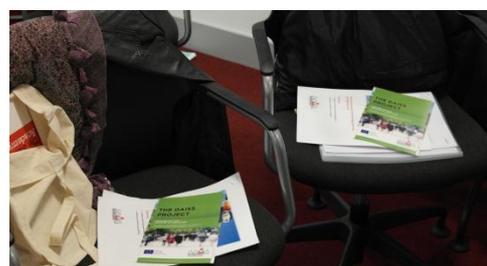
A major food manufacturing company in Wigston, Leicestershire that was recently been taken over by another company who transferred all the business to their Nottingham factory and closed down the site. This resulted in over 300 redundancies from the manufacturing line and warehouses. Apricot supported 235 of these individuals through their employability programme. The majority were adults with English as a second language; some with no English at all. We translated the Footprint into Gujarati and Punjabi and sixteen adults completed the diagnostic as part of a pilot. Using the Candidate Feedback report and applying their new self- and employability-knowledge and skills to job-seeking including: job search, skills-matching and CV/application-writing helped several of this group to get new jobs.

Dissemination to Romanian Educators' Study Visit Delegates

The Bulwell Academy, in the north of Nottingham, delivers compulsory education to students aged from 11 years as well as academic and vocational education for ages 16 to 19. Their catchment area is particularly challenging: 80% of students are in the bottom band nationally for indices of Multiple Deprivation, 40% are in the bottom; 3 times the national average (45%) are eligible for free school meals. Many of their students live in households – which may or not include their birth parents – where, for multiple generations, no one has been employed – no one has got up for work in the morning and there is a culture of “what’s the point, there are no jobs”. These students (by no means all) have no role models, support and advisors at home even for going to school – let alone to develop the skills and attitudes to enter the workplace.

The Bulwell Academy’s Director of Business and Enterprise, Alison Bingham, has developed and, for several years, run a programme known as “Employment Intelligence”. The overall aim of this programme is to build on the knowledge and skills (hard skills) that compulsory education provides to add the necessary and all important layers of self-knowledge, “mind-set, attitudes and success in the world of work”, says Alison... the “soft skills”.

Based on the premise that the vast majority of their students have no one to help them discover what they have to contribute to their relationships around them, let alone the workplace, fundamental the Employment Intelligence programme is the Self Awareness programme. Alison and her team are trained and deliver the programme – using the



Footprint and reports to enable students to go on a journey of self-discovery in order to: build self-esteem and confidence; improve attendance and engagement; discover, explore and articulate their inherent soft skills; develop, apply and evidence these skills in order to win and complete successful work placements and then on to permanent employment or higher level training for successful careers.

The Academy's success and has attracted attention and funding for four UK study visits entitled



“Development of Careers Education and Counselling Services in Romania. Over the course of these four 3-day visits, more than 120 Educators from the south of the country will learn about, and experience some of, the Academy's “Employment Intelligence” programme. During each seminar, the audience – which includes Head Teachers, Education Psychologists and Student Counsellors – is introduced to the Self Awareness Programme. To date, 90 such

delegates have taken part in the seminar. They have explored the problem faced by NEETs, pre-NEETs, and young adult students in today's job market. They have been introduced to the LLLP DAISS programme's aims and outputs. They have completed the Footprint® and worked with their reports. They have been introduced to the background of the tool and explored how it is used with the various target markets in improving employability – in the Academy in particular and in general with students and adults alike.



Of the 90 visitors taking part in the seminar to date, 83 have also completed the Footprint® and worked with their Romanian language Candidate Feedback reports.

The feedback from the seminar in particular and the study visit in general has been excellent.

B. IWG (BG):

We conducted job matching between the candidate group “Plovdiv Cityhall” and the role profile of director. Of the 6 candidates who had run the test we had one best fit, 4 good fit, and one some fit. We presented the results to the deputy mayor who expressed with surprise that the best-fit candidate coincided with his favourite, explained in detail the results of the rest of the candidates. To our best knowledge the best-fit candidate was then appointed a director of the municipal company.

C. HRDC (EL)

Collaboration with companies ranged from goods and services, to pharmaceutical and supermarket, cafe, travel agency was established during the course of DAISS project. Candidates were found for both temporary and full-time jobs and eleven jobs were fulfilled.

D. SIC (LT)

After Job Matching on Self Awareness diagnostic Pilots, 2 people secured a “Pre-school education teachers” job and 2 persons got a “Non-formal education teachers” job in kindergarten “PASAKA”. 4 participants of the Pilots got a job in organisation: 2 of them became an Pre-school education teachers and 2 others became Non-formal education teachers. The director of kindergarten has been looking for new ways of testing new staff members that would be effective. Pilots of Self Awareness according to her – “Present from the Sky”. Candidates for job vacancies had to complete a Self Awareness test. The job matching results have been quite important part in making decision who will work with children. According to director, personal soft skills are very important for teachers working this kind of work.

E. ASEV (IT)

Simone Terreni, the Manager of the Voip Voice company was trained in the Test Use, system management, Group Leader functionality (Footprint delivery), the use of the diagnostic and reports, Job creation and the Job Matching. The Manager himself took the test and was very enthusiastic about the result, this playing a good part in his decision to use our tool for a real hiring situation. The company organised Footprint sessions inviting 14 candidates for 2 vacant job offers to take the Test. In addition, Simone Terreni, with remote assistance, created the 2 job offers and then we performed the match with a very good feedback from the Manager, who found the tool very useful and helpful if combined with the traditional interviews.

F. SPI (PT)

SPI is a SME company placed in Portugal, which offers consultancy services to companies and other institutions. Although SPI takes part of the DAISS partnership, the recruitment departments from the company thought it would be interesting to use the tool to help them evaluate the soft-skills of the job candidates. The test was performed to 2 candidates from the Coimbra’s office, through an online presentation, giving them instructions on how to execute the test. This experience was very important to the hiring process in Coimbra’s office, as well as the team structure adopted through the evaluation of the candidate’s soft-skills. Both the candidates that executed the test are now in SPI’s team of consultants

G. FORSAS (IT)

In collaboration with the operator of the Centro per l’Impiego Val Polcevera Mrs. Ilaria Fragomeni we decided to use the Self Awareness with one candidate. The Self Awareness was sit before the simulation of job interview held in the enterprise LEOLABS (Forsas’client). The Candidate chosen was Samuele Milesi. Samuele set the test, and then he had the time to go through the generated Report and share his opinions with Paola Del Giudice (Forsas) who pointed out some peculiar aspects shown in his Report. Samuele was very impressed by the efficiency of the Footprint Description; he said in fact that no tool had ever given such a detailed and realistic image of his Soft skills. After this phase Samuele was accompanied to the simulation of job interview with the Employer Pietro Teglia form Leolabs. After this interview Samuele confirmed his satisfaction by having Self Awareness Diagnostic as it gave him a positive Report useful for a real awareness of himself and also for a detailed description that he used during his introduction to the Employer.

Samuele said he gained much more confidence in himself. His Report has been attached to his CV that Centro per l'Impiego is sending to the agencies and enterprises. According to the Agency's operators there is now a very high possibility that Samuele could start his work experience within a new company by the end of the summer.

Appendix 2 - Pilot Evaluation Reports

Copies of Pilot Evaluation have been published on the Project Website
www.DAISS

Appendix 3 - Dissemination Report

A copy of our Dissemination Report has been published on the Project Website
www.daiss-project.eu

Appendix 4 - Final Evaluation Report

A Copy of our external Evaluation Report has been published on the project website
www.daiss-project.eu